

Virginia Grade Level Alternative Worksheet

Grade 3 English: Reading and Writing

Check all that apply:

Assigned scores have been entered into the online VGLA System.

Assigned scores have been verified and submitted for final scoring in the online VGLA System.

Student's Name: _____ Student's Number: _____

An "X" under No Evidence represents
a Total of 0.

| Reporting Category | SOL # | Specific Virginia Standard of Learning | Demonstrated (0 to 4) | Inferred (0 to 4) | No Evidence (X) | Total (0 to 4) |
|--------------------|-------|--|-----------------------|-------------------|-----------------|----------------|
| RC 1 | K.5 | The student will understand how print is organized and read. a) Hold print materials in the correct position. b) Identify the front cover, back cover, and title page of a book. c) Follow words from left to right and top to bottom on a printed page. d) Match voice with print, associating oral phonemes, syllables, words, and phrases with their written forms. | | | | |
| RC 1 | K.6 | The student will demonstrate an understanding that print makes sense. a) Explain that printed materials provide information. b) Identify common signs and logos. c) Read and explain own writing and drawings. | | | | |
| RC 1 | K.7 | The student will develop an understanding of basic phonetic principles. a) Understand that letters represent sounds. b) Identify beginning consonants in single-syllable words. c) Recognize rhyming words. | | | | |
| RC 1 | K.9 | The student will identify both uppercase and lowercase letters of the alphabet. | | | | |
| RC 1 | 1.5 | The student will apply knowledge of how print is organized and read. a) Read from left to right and top to bottom. b) Match spoken words with print. c) Identify letters, words, and sentences. | | | | |
| RC 1 | 1.6 | The student will apply phonetic principles to read. a) Use beginning and ending consonants in decoding single-syllable words. b) Use vowel sounds in decoding single-syllable words. c) Blend beginning, middle, and ending sounds to recognize and read words. d) Use word patterns. | | | | |
| RC 1 | 1.7 | The student will use meaning clues when reading. b) Use knowledge of the story and topic to read words. | | | | |
| RC 1 | 1.8 | The student will use language structure when reading. a) Use knowledge of sentence structure to read words. | | | | |
| RC 1 | 2.4 | The student will use phonetic strategies when reading and writing. a) Use knowledge of consonants and consonant blends in words. b) Use knowledge of common vowel patterns. | | | | |
| RC 1 | 2.5 | The student will use meaning clues when reading. b) Use information in the story to read words. | | | | |

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| RC 1 | 2.6 | The student will use language structure when reading. a) Use knowledge of prefixes and suffixes. b) Use knowledge of contractions and singular possessives. c) Use knowledge of simple abbreviations. d) Use knowledge of sentence structure. | | | | |
| RC 1 | 2.7 | The student will read fiction, nonfiction, and poetry using a variety of strategies independently. c) Use pictures, phonics, meaning clues, and language structure. | | | | |
| RC 1 | 3.3 | The student will apply word-analysis skills when reading and writing. a) Use knowledge of less common vowel patterns. b) Use knowledge of homophones. | | | | |
| RC 1 | 3.4 | The student will use strategies to read a variety of printed materials (nonfiction, fiction, poetry). c) Apply meaning clues, language structure, and phonetic strategies. | | | | |
| RC 2 | K.8 | The student will demonstrate comprehension of stories. a) Use pictures to make predictions about story content. | | | | |
| RC 2 | K.13 | The student will begin to ask how and why questions. | | | | |
| RC 2 | 1.7 | The student will use meaning clues when reading. a) Use pictures. | | | | |
| RC 2 | 1.9 | The student will integrate phonetic strategies, meaning clues, and language structure when reading. a) Preview the selection. b) Set a purpose for reading. | | | | |
| RC 2 | 1.11 | The student will read and comprehend a variety of fiction and nonfiction selections. b) Make predictions about content. c) Ask and answer questions about what is read. f) Identify the theme or main ideas. | | | | |
| RC 2 | 1.14 | The student will alphabetize words according to the first letter. | | | | |
| RC 2 | 2.5 | The student will use meaning clues when reading. a) Use pictures and diagrams. c) Use titles and headings. | | | | |
| RC 2 | 2.7 | The student will read fiction, nonfiction, and poetry using a variety of strategies independently. a) Preview the selection. b) Set purpose for reading. | | | | |
| RC 2 | 2.8 | The student will demonstrate comprehension of fiction and nonfiction selections. b) Read to confirm predictions. c) Locate information to answer questions. d) Paraphrase information found in nonfiction materials. f) Explain the problem, solution, or central idea. | | | | |

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| RC 2 | 2.11 | The student will locate information in reference materials. a) Use a table of contents. b) Examine pictures and charts. c) Use dictionaries and indices. | | | | |
| RC 2 | 3.4 | The student will use strategies to read a variety of printed materials (nonfiction, fiction, poetry). a) Preview and use text formats. b) Set a purpose for reading. | | | | |
| RC 2 | 3.5 | The student will demonstrate comprehension of a variety of printed materials. a) Set a purpose for reading. c) Make, confirm, or revise predictions. d) Ask and answer questions. | | | | |
| RC 2 | 3.10 | The student will record information from print and nonprint resources. a) Use dictionaries, encyclopedias, and other reference books. | | | | |
| RC 3 | K.8 | The student will demonstrate comprehension of stories. b) Retell familiar stories using beginning, middle, and end. c) Talk about characters, setting, and events. d) Use story language in discussions and retellings. e) Identify what an author does and what an illustrator does. | | | | |
| RC 3 | 1.11 | The student will read and comprehend a variety of fiction and nonfiction selections. d) Identify characters and setting. e) Retell stories and events, using beginning, middle, and end. | | | | |
| RC 3 | 2.6 | The student will use language structure when reading. e) Use knowledge of story structure and sequence. | | | | |
| RC 3 | 2.8 | The student will demonstrate comprehension of fiction and nonfiction selections. e) Describe characters and setting in fiction selections and poetry. | | | | |
| RC 3 | 3.5 | The student will demonstrate comprehension of a variety of printed materials. e) Compare and contrast settings, characters, and events. f) Organize information or events logically. | | | | |
| RC 3 | 3.6 | The student will continue to read a variety of fiction and nonfiction selections. a) Identify the characteristics of folk tales. b) Identify the characteristics of biographies and autobiographies. | | | | |
| RC 4 | K.11 | The student will draw pictures and/or use letters and phonetically spelled words to write about experiences, stories, people, objects, or events. | | | | |
| RC 4 | 1.12 | The student will write to communicate ideas. a) Generate ideas. b) Focus on one topic. c) Use descriptive words when writing about people, places, things, and events. | | | | |
| RC 4 | 2.9 | The student will write stories, letters, and simple explanations. a) Generate ideas before writing. b) Organize writing to include a beginning, middle, and end. c) Revise writing for clarity. | | | | |

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| RC 4 | 3.7 | The student will write descriptive paragraphs. a) Develop a plan for writing. b) Focus on a central idea. c) Group related ideas. d) Include descriptive details that elaborate the central idea. e) Revise writing for clarity. | | | | |
| RC 4 | 3.8 | The student will write stories, letters, simple explanations, and short reports across all content areas. a) Use a variety of planning strategies. b) Organize information according to the type of writing. c) Revise writing for specific vocabulary and information. | | | | |
| RC 5 | 1.12 | The student will write to communicate ideas. d) Use complete sentences in final copies. e) Begin each sentence with a capital letter and use ending punctuation in final copies. f) Use correct spelling for frequently used words and phonetically regular words in final copies. | | | | |
| RC 5 | 2.10 | The student will edit final copies for grammar, capitalization, punctuation, and spelling. a) Use declarative, interrogative, and exclamatory sentences. b) Capitalize all proper nouns and words at the beginning of sentences. c) Use correct spelling for frequently used words. | | | | |
| RC 5 | 3.7 | The student will write descriptive paragraphs. f) Edit final copies for grammar, capitalization, punctuation, and spelling. | | | | |
| RC 5 | 3.8 | The student will write stories, letters, simple explanations, and short reports across all content areas. d) Edit final copies for grammar, capitalization, punctuation, and spelling. | | | | |

Reporting Category Key

- RC 1** Use word analysis strategies. (phonetic/structural)
- RC 2** Understand a variety of printed materials/resource materials.
- RC 3** Understand elements of literature.
- RC 4** Plan, compose, and revise paragraphs, stories, letters, and reports.
- RC 5** Edit for grammar, capitalization, punctuation, and spelling.